DISCE.AUT.DISCEDE

MARLWOOD SCHOOL

Centenary Copy

“Thou has most traitorously corrupted the youth of the realm in erecting a grammar school.”
Shakespeare, “Henry VI, Part 2

But,

“The Foundation of every state is the education of its youth”
Diogenes, “Strobaeus Florilegium”

THE

HISTORY OF

MARLWOOD SCHOOL

BY

L. G. Taylor

To all Past and Present Pupils and Staff

of

Thornbury Grammar School

and

Marlwood School

1570(?) — 1979

Photo/
Marlwood school as seen from Vattingstone Lane, Alveston

PREFACE

To be invited to write this history was, for me, a very great honour. As a former pupil, owing a considerable debt of gratitude to the school and its staff, it presented me with a challenge which I approached with a great deal of pleasure, a certain feeling of awe, and an overwhelming conviction of inadequacy.

I could not have done it but for the help and encouragement of a number of friends and fellow Old Thornburians, but even that would not have been enough in itself. I acknowledge, above all, my dependence on the earlier book about the school written in 1956 by Mr. B. Stafford Morse. Without it, this book could never have been written, and I wish to pay tribute to his research and scholarship which has again found expression in this history.

Perhaps, in fifty years time, when the Foundation celebrates its Ter-Jubilee, someone else may be invited to bring the story up to date. I am unlikely to be here to see it. I only hope that my spirit may sit as helpfully at his shoulder as the spirit of B. Stafford Morse has sat at mine.

L G Taylor

Stapleton, 1979

CONTENTS

PHOTOGRAPHS

THE BACKGROUND

The school day ends. Eleven hundred young people pour through the gates into Vattingstone Lane; around 60 teachers, representing a wide range of disciplines, put aside the impedimenta of their profession; the twenty four acre complex of classrooms, laboratories, halls, libraries, dining rooms, offices and sportsfields submits to the attention of caretakers, cleaners and groundsmen before opening its doors to the local community. Marlwood School educates, employs, entertains and affects the lives and leisure of many people, young and old. And it all began four hundred years ago when one Master taught Latin and very little else to three boys in one room of a house in Thornbury.

In spite of the obvious differences which separate them, the two schools are inextricably linked the visionary who launched the first school would be amazed but proud of the outcome of his dream. Equally, the present school has every right to be proud of the long history that stretches behind it. Not that all was always sweetness and light. Its educational aims and standards were not always of the highest, but the overall picture is one of growth, progress and evolvement. Through the provision of farsighted men, the concern of those who managed its affairs, and the leadership provided by a number of its masters, the establishment has progressed from a middle ages Grammer School with less than a handful of pupils to a modern, well-appointed school, offering a wide range of subjects to over a thousand young people.

It would be very satisfying if one could be precise about the birth of the first school. It would be even more satisfying to record an honourable beginning, with an official opening dignified by the presence of Thornbury's Mayor. However the existence of a school in Thornbury as early as 1570 can only be established by the recording of a misdemeanor. In May of that year. the Schoolmaster of Thornbury was summoned to appear before Gloucester Consistory Court. The charge against him is not known, but be obviously felt unable to face his accusers for the Officer of the Court "asserts that he has run away". Conjecture is not pure history, but perhaps he had been called to book for teaching without a bishop's licence. He may even have incurred the wrath of his Protestant employers by leaning towards Roman Catholicism, and this was a time in history when such deviations were not to be tolerated. Since he was summoned to an eccliastical court, it is more likely to have been a religious offence rather than a civil one. Whatever it was, he did not appear to face the charge, but, if nothing else, we should be grateful that his error allows us to establish that by 1570. Thornbury had a school, even if the schoolmaster had temporarily run away'.

Perhaps we should set this uncertain beginning into its historical context. In 1570, the first Elizabeth was on the throne. Drake was already establishing a reputation as a menace to Spanish shipping. The political uncertainty of the times is illustrated by the fact that Mary Queen of Scots is in prison, and Elizabeth is under considerable pressure from her advisers to execute her. Fear of all things Catholic influences many aspects of national life, hence teachers must hold the bishop's licence to teach, to ensure that the young are protected from Catholic doctrine. Both schoolmasters and clergymen come under close scrutiny. In 1570 and again in 1576, Bishop's Courts were held at Falfield (then in the Parish of Thornbury) to inquire into the behaviour and teaching of priest and pedagogue – and therein may lie the cause for our errant schoolmaster being summoned to Gloucester.

Thornbury itself had been established as a Manorial Borough from the time of William the Conqueror. By the start of the sixteenth century its importance had declined somewhat, but it was still an attractive place in which to live. Less than sixty years before our history opens, the Duke of Buckingham had started to build Thornbury Castle. "Bounteous Buckingham, the mirror of all courtesy" as Richard Ellis describes him in his book, "The History of Thornbury Castle", but his bounteousness was rather too much for Henry VIII and Cardinal Wolsey, and this 'mirror of all courtesy' lost his head on Tower Hill in 1521. The castle was not complete, but enough of it was finished to provide shetler for Henry and Anne Boleyn when they sought refuge from a plague-infested Bristol in 1533. Thornbury may have been a declining borough, but it was not entirely a backwater in the sea of history. Buckingham's demise and Henry's visit must still have been in living memory when the school first opened.

It is difficult to give an accurate description of Thornbury at the end of the sixteenth century, but in those days. changes were very slow, and Sir Robert Atkyns' description of Thornbury a century later is a fair picture of the town when the first school was established. In "The Ancient and Present State of Gloucestershire", published in 1 712, he describes the parish, which then included Falfield and Oldbury, as being "twenty miles in compass". Oldbury with Cowhill consisted

of fifty families; Kington contained fifty houses, and there were one hundred and seventy houses in Thornbury. The whole parish had 1100 inhabitants set in an area which was ‘very rich meadow, pasture and arable land’, He records a total for the year of 33 births and 31 burials, an indication that the population remained pretty static in number, and that change was minimal. Local government conformed to the usual pattern for a manorial borough. As Atkyns records it, “The town hath a customary Mayor and twelve Aldermen and two constables.” It had a market day every Saturday, and three fairs each year, one on Easter Monday, one on 15th August and the third on the Monday before St. Thomas’s Day. A picture then of a town of six to seven hundred people, surrounded by small villages, set in good agricultural land with farming and its subsidiary trades, including wool, providing its chief means of livelihood. What kind of school was likely to be established in a community such as this?

There were, of course, no public funds either to provide a building, or to pay a schoolmaster to teach in it. The money had to come from some benefactor who was prepared to open and maintain a school from his own pocket, and this was usually done by a direct gift of money which could be held in trust, or by donating land and property, the rents from which could provide the necessary income.

Secondly, the education provided was not intended to be open to all children. G. M. Trevelyan, in his “English Social History” points out that although the grammar schools of the fifteenth and sixteenth Centuries were set up to teach ‘the poor’, free of charge, “the poor who benefited by them were not the labouring class, but the relatively poor, the lower middle class, the Sons and proteges of small gentry”. The schools were, in this context, very highly selective, since the trustees, or feoffees to give them their original name, were in Complete control of entry, and in Thornbury, as in many of the small grammar schools of the time, the number of pupils rarely reached double figures.

Thirdly, the curriculum was extremely limited. Latin, and to a lesser extent, Greek, dominated the timetable to the exclusion of almost everything else. English and Mathematics were occasionally mentioned, inasmuch as they were necessary to support the teaching of the classics. History and Geography were practically ignored, and science would not even merit a mention. The reason for this limited curriculum is probably twofold. The small grammar schools modelled themselves on the public schools, where the classics were supreme; and the benefactors’ motives, though kindly, were not entirely unselfish. The limited and selective entry ensured that there was growing up a new middle class of scholarly young men, who would provide an educated clergy, and would feed into the professions and trades, boys who would be able to continue the work that their benefactors had started. Dr. Robeit Lowe, three centuries later said,

> “We must educate our masters”.
> The dictum of a sixteenth century Lowe might well have been, “We must educate to provide our equals”.

Thus the finance for education came from benevolent endowments; the pupils were carefully chosen to become the cultured few to be fed into the professions and the positions of authority; the purpose was, consciously or unconsciously, to maintain the status quo. Not that the door was closed entirely to the very poor. In Elizabethan England, class divisions were recognised but were by no means rigid, and any likely lad who was thought to be of the right material, could be offered a place regardless of his social position, even to the extent of helping to provide for his clothes and keep. The door to education for all was not open, but at least it was slightly ajar.

This, then, was the background to the establishment of many of the early grammar schools, and as far as we are able to tell from the evidence at hand, Thornbury Grammar School developed very much according to this pattern.

Page 3 Photo/
The front of "The Hatch", built in 1648 and the earliest known home of the Grammar School

With all other records lost, we can only register that in 1570 there existed an unnamed schoolmaster who fled from a school in an unidentified part of Thornbury. The school must have existed, because in September of the same year, Richard Harbarde of Thornbury, "schoolmaster", was given the tenancy of a house in the borough for 18s. a year. This lease is recorded in the Thornbury Town Trust Deeds, and it is reasonable to suppose that Mr. Harbarde was pursuing his profession in the town itself. He died in 1580, and there comes then, one of those tantalising gaps which leave us in doubt as to whether Mr. Harbarde had a successor, whose name has been lost, or whether the school died with Mr. Harbarde. The gap yawns widely for twenty-six years, but 1606, the year that has always featured prominently in the history of the school, brought new light upon the situation.

On October 15th of 1606,RobertStoneof Morton, handed over to new trustees (or Feoffees), by deed poll, a house and garden with outbuildings. The property had 'formerly' been given by John Jones the Elder for a school in the town. Mr. Jones, of The Parsonage, Thornbury, had been Mayor of the borough in 1573, and it is reasonable to suppose that he had made his endowment to set up the school at about the same time. In creating this endowment, he would also have appointed trustees to hold the property in trust, and Mr. Stone of Morton was the last survivor of the original board. With proper concern for the provisions of the endowment, in 1606 he was handing over the trust to a new board of younger men, but the school must have been in existence long before then, a whole generation earlier at least. This brings our run-away master and Mr. Richard Harbarde and the 1570 date close enough to link it with the 1606 handover. 1606, **50** long regarded as the year of its foundation, merely marks the date of a transfer of responsibility for a school which had been in operation a lot earlier. The weight of evidence suggests that 1570 is much nearer the mark.

Further endowments were to come. On 15th July, 1642, when most of England rushed to join Cromwell or the Crown, William White, a woollen draper of Thornbury, and one-time Mayor of the town, had enough faith in the continuing need for education to make further provision for the school, lie gave the house in which he lived together with the orchard around it to John Stafford the Elder, William Stafford and others so that the profits from it might go for the support of the schoolmaster in Thornbury. The property was situated on the High Street between the Swan Inn on the north side and the land belonging to Anne Broadstone on the south. The ground probably straddled the present High Street, a prime position on what was then the main route from Bristol to Gloucester. The endowment had its strings attached. Mr. White decreed that the schoolmaster should be selected by the Trustees and the Vicar, that he should be a graduate of an English University, and that he should be unmarried. Should he, after appointment, marry, misdemean, be thought unfit to continue teaching or leave Thornbury, he must he replaced. Mr. White was obviously looking for a well-behaved celibate with no gypsy blood in his veins, and the man they found was Christopher Cairn. lie was in occupation of the school house and garden in January 1647, when, once again, a new board of Trustees was formed. The surviving trustee on this occasion was Mr. William Stone, and he handed the endowed property over to a new board consisting of William Stafford, George Raymond, John Baker and Edward Thurston. Alas, the strain imposed by the conditions of his employment seem to have been too much for Mr. Cann to bear. After only one year he either married, misdemeaned, died or decamped, for by 1648 he was gone and Mr. John Thorpe was appointed in his place.

1648 also saw another endowment to help school finances. A Mr. William Edwards of Alveston and Thornbury, a man of considerable wealth, gave houses and land to the trustees, the income from which was to go to support the school. Shortly before his death in 1653, Edwards started to build a school house, and in his will, instructed his widow to complete the work. He also gave a small library of books for the use of the schoolmaster – Foxe's "Book of Martyrs", Jeffery Chaucer's works, the books of the sixteenth century Calvinist theologian, William Perkins, and some English and Latin books. Mr. Thorpe, the schoolmaster, also benefited from the will to the extent of £20 – no mean gift when his annual salary was only six or seven pounds.

The house was completed, and on 20th October 1655, the new building was conveyed to John Stafford and others,

"for the maintenance of the schoolmaster".

Page 5 Photo/

The main entrance to "The Hatch"
The window above the main entrance showing the date of the building and the Stafford knot.

This is presumed to have been the building called "The Hatch" in Castle Street, where the school was to remain for the next two hundred and twenty years. The building is still standing, but the side which opens onto the road is really the back of the house. Originally, the road ran the other side of the property, where the main porch and door are facing.

In return for his salary, the schoolmaster had to teach, without further charge, three poor children of the parish, selected by the trustees (or feoffees) and the Vicar. The education to the children was free. Thus Thornbury followed the pattern of small grammar schools of the day, namely, education, financed by endowments, and available to a small, carefully selected group of children, regardless of their social status.

One further award was made by Edwards to the schoolmaster. The rent from a house given by Mr. Edwards was to go to the master, in return for which he had to preach a sermon each Whit Monday in the Parish Church. The will added the condition, "if he could preach", on the face of it, a kindly thought to preserve a congregation from the ramblings of a poor preacher; unfortunately it referred to the law which only allowed into the pulpit those who were licensed to preach. If the schoolmaster did not hold such a license, then the Mayor of the town had to appoint a neighbouring minister, who, presumably would have the rent from the cottage as his reward. The Whit Monday sermons were preached regularly in the church until 1826.

The school now had three endowments. The original foundation of John Jones had been supplemented by the generosity of William White and William Edwards. Whatever their short term motives, they were obviously men who had a faith in and concern for the future. Their trust in the stability of things English was justified, and in spite of the very troubled times of Commonwealth and Restoration, the endowments remained intact, and their conditions unaltered.

THE EDUCATION

It would have been exciting, at this point, to have covered the dry bones of dates, deeds and endowments with the flesh and blood of a boy's comment – one of those unsophisticated but cuttingly perceptive accounts in a diary or a letter written by one of the pupils which would really tell us something of the quality of life in the school at this time. The children needed the endowments if they were to have their school, but how was this provision being used to improve the quality of life for the children? No such record exists, but the grammar school of 1655 was most likely to have followed the pattern of the grammar schools of its day.

The curriculum was solidly based on the classics, with Latin being the main course, and with Greek being introduced to the older pupils later in their school careers. The methods employed were far removed from the child-centred ideas of today. Long hours were spent in monotonous construction and repetition of Latin prose, and what could not be drummed into one end of the boy was beaten into the other. The reading and writing of English were often regarded as annoying distractions which had to be taught, unfortunately, to enable the boy to read and write his Latin translations. Even as late as the nineteenth century, grammar schools including non-classical subjects in the curriculum were considered to be breaking the law. In the educational world, the classics were called, "business", and all other subjects were called, "accomplishments". Latin, and possibly Greek – business – occupied the bulk of the day, and the accomplishments which included arithmetic and history, might be tucked in at odd moments, including half holidays!

That these subjects might be added as an exciting little extra after a hard day's Latin, is even more remarkable when we realise the length of the normal working day. Usually, school went from six to eleven in the morning, and from one to six in the afternoon, although an hour might be lopped off each end of the day in winter. Holidays amounted to about one month a year, usually divided between Easter and Christmas. There was a half day's holiday – or 'remedy' –each week, and the boys were expected to attend church on Sunday. The Thornbury school also went to church every Wednesday morning, a practice which continued until 1879. The curriculum, by modern standards, was very unbalanced. The boys were quite likely to know all about Caesar dividing Gaul into three parts, but not have any idea of the history of their own country. Trevelyn comments,

> "It is declared by some that a girl which is educated at home with her mother is wiser at twelve than a boy at sixteen who knows only Latin."

Page 7 Photo/
The board in Thornbury Parish Church recording the the Jones, White and Edwards endowments. The record, also in the church, of the lectureship created by Kingsmill Grove

But with the provisions of most endowments insisting on a purely classical education, and with the universities and professions demanding proficiency in Latin as a condition of entry, there was very little room for experiment in the curriculum. It is not surprising that many schoolmasters found their work boring, and in some cases, became slack and inefficient. The eighteenth century saw the demise of many grammar schools. Some masters, whose contract of employment invested them with the tenancy of the school and the income from its endowments, occupied the premises, closed the school and lived off the endowments. Thornbury escaped such a fate, but not without one or two narrow squeaks!

For instance on 14th October 1742, the Vicar, the Rev. Thomas Willis, approved the appointment, "by virtue of the power vested in me by the will or feoffment of the founder or founders of the Grammar School at Thornbury," of the Rev. Richard Jones, B.A. as schoolmaster. Mr. Jones was to, "hold and enjoy all rents and perquisites to the same belonging". He was to take up his post "on Lady Day next", and then followed two remarkable provisions; he was to hold the post for "so long as he shall think fit, and to begin teaching when he shall think proper." Mr. Jones' salary was at the pre-Burnham level of six pounds a year, but the conditions of his employment gave him a rent-free house, plus the rents and income from the endowments, a further £14 or £15 per annum. All in all, a plum job. Start when you like, go on as long as you like, and have a class of three or four boys – a modern teacher's dream of heaven, yet, Mr. Jones followed the example of his 1570 predecessor, and "ran away". The spurning of a gold-plated sinecure such as this probably has a very good reason behind it, but it would appear that Mr. Jones did not even begin his teaching. According to the Act of Uniformity of 1662, he should have signed a declaration of his acceptance of the liturgy of the Church of England, and to have paid a subscription to confirm the sincerity of his belief. The declaration was never signed, and the fee was not paid. The Trustees were in a difficult position. They had made a contract with Mr. Jones which gave him the income from the endowments, and the freedom to "begin teaching when he shall think proper. They must have been vastly relieved when, in January 1749, Mr. Jones signed an agreement revoking "all claim, right, title or interest to the grammar school of Thornbury".

The position of schoolmaster had not been left vacant however. In 1744 the post had been held by the Rev. James Partridge, B.A., and a succession of graduates guided the school through the remainder of the century in accordance with the conditions laid down by William White. It appears that, by the end of the seventeen hundreds, English had been added, not as an optional extra, but as an integral part of the curriculum. Samuel Musgrave's tombstone in Thornbury churchyard records that until his death at the age of fifty one, he had been, "Master of the English School of the town", and the church register lists him as writing master and accountant.

During this century, many 'English' schools were established in the country. They were often independent of the grammar schools, but occasionally the two disciplines were combined in one school. This appears to have been the case in Thornbury, which puts the school in the van of contemporary educational progress. Fifty years later, the report of the Charity Commissioners states that,

> "the school has never been considered as exclusively a grammar school, the master being expected, together with the classics, to teach the common branches of education."

While many schools held doggedly to the classical tradition, Thornbury advanced confidently towards the nineteenth century.

However, there were problems. Buildings needed repair. The schoolmaster's house was said to be in a ruinous condition, and the money from the existing endowments could not meet the costs. It could well have spelt the end but for the generosity of a Mr. Kingsmill Grove, Mayor of Thornbury from 1790 – 1791 and again from 1799 – 1800. He was a partner in a paper-making and stationery firm in Bristol, and he volunteered an advance of the money to pay for the repairs. The loan was to be repaid from the rents which came from the endowed properties, and his generosity saved the building and, most probably, the existence of the school. The schoolmaster at the time was the Rev. William Llewellyn. His salary was £15 per annum, a sum, which after the repayment of the loan, was to be supplemented by the income from the estates.

Page 9 Photo/
"The Hatch" as it is seen today from Castle Street.

In 1808, Mr. Grove also made a gift of £500 to establish a lectureship in Thornbury Church. The holder was to read the service and preach once every Sunday, and the position was nearly always filled by the Headmaster of the Grammar School. By 1826, the income from this legacy was almost £21 a year, no small addition in those days to a schoolmaster's salary.

There were still many difficulties to be faced. The whole nation was depressed by the expense of the Napoleonic wars, and many grammar schools in the country, unable to meet the rising costs, were forced to close. Thornbury not only survived, but began to grow, a fact which indicates that in those hard times, good management was exercised to keep the school afloat. In 1816, the trustees had forbidden the admission of boys under seven years of age, but by 1821, when the Rev. George d'Arville became master, there were twelve boys in the school, and it was hoped to increase that number. The curriculum was expanded to add arithmetic to the English and Latin already being taught. The income from the various endowments was just over £57 per annum, of which the schoolmaster was paid £42, a salary which compared quite favourably with those paid to masters in the large grammar and public schools. Thornbury was holding its own in the world of education.

THE MIDDLE YEARS

In 1827, the Trustees, with the Vicar having the final word as was his right, made an appointment which they were to regret for the next fifteen years. They appointed the Rev. Luke d'Arville, the curate of Thornbury church, to succeed his father as schoolmaster. Within eighteen months, they realised their mistake. It was reported that the boys were receiving little if any instruction in English and arithmetic, a breach of the conditions laid down by the trustees, and there is more than a hint of indignation in the tone of the report which claimed that,

> "the Rev. Mr. d'Arville had by frequent absence been prevented from devoting that time which he ought to do and which a proper application of the Charities require."

In an effort to bring Mr. d'Arville and the school up to standard, they demanded his assurance in writing that he would, in future, carry out his duties properly; that twelve boys should be instructed in the classics, English, writing and arithmetic, and that the school hours would be from seven to eight and from nine to twelve in the morning, and from two to four in the afternoon throughout the spring and summer.

Mr. d'Arville was not amused. On the following Sunday, exercising his right as paid lecturer to the church, the post created by Mr. Kingsmill Grove's bequest, lie hit back with a sermon which attacked the trustees. There is, alas, no transcript of the sermon, which would have made interesting reading, but in spite of it, the trustees stuck to their original demands, and it was then that the Vicar intervened. Mr. d'Arville, no doubt, was not fulfilling his responsibilities, but the trustees may have gone beyond their authority in laying down some of the new conditions. The Vicar probably drew their attention to the fact that, according to the terms of the endowments, the schoolmaster had to instruct only three boys. In insisting on twelve pupils, the trustees appear to have exceeded their brief. A compromise was reached. The 7 to 8 morning session was dropped, holidays were reduced from six to four weeks a year, and Mr. d'Arville was allowed to remain.

Things, however, did not improve. Ten years later, in 1839, the education offered was so bad, that the Trustees reported that,

> "the boys had deserted the school and they could get no applications for admission."

It was a difficult period in the school's history, made insoluble by the fact that they could not sack Mr. d'Arville. Counsel's opinion was sought, but the contract was such that, boys or not, Mr. d'Aryille was entitled to occupy the school, and receive his salary of £42 per year. Thus with an empty school and a determined incumbent, the trustees paid over the income from the endowments and got nothing in return. It must have been a considerable relief to them when Mr. d'Arville died in 1842.

Page 11 Photo/

The memorial tablet to John Attwells in Thornbury Parish Church, with the family crest, later to be adopted as the school crest, above it.

+ The board in Thornbury Parish Church recording John Attwells endowment of the Free School on 1729.

A period of recovery was necessary. The trustees allowed the income to accumulate for the next three years before appointing the Rev. Richard Whalley in 1845 and giving him the task of re-building the school and its reputation. They were very careful to lay down the conditions of his employment before confirming his engagement. The salary was dropped to a modest £30 per annum, with the school-house rent free. Mr. Whalley was,

> "to instruct or cause to be instructed six boys in the classics and such other branches of literature as shall be thought fit by the trustees."

He also had to preach a sermon every Whitmonday, 'for the benefit of the charities'. The condition, "instruct or cause to be instructed," is interesting and suggests that the schoolmaster had the right to employ someone else to take some lessons. If this is so, it is the first indication that anyone other than the master taught in the school. Any assistant's salary would have to be paid from the schoolmaster's own pocket. On £30 a year, he was hardly likely to do this very often.

The school was revived, but Mr. Whalley died the following year, to be succeeded by the Rev. Richard Williams, and, after his resignation in 1853, by the Rev. John Field. All these men were, as the endowment stipulated, graduates, and after this period of closure and rapid staff changes, it was a good thing for the school that Mr. Field held office longer than most. The period seems to have been one of development. The trustees continued to provide free education for six boys, and applicants were put through an examination before selection was made. But Thornbury, like most other grammar schools, was finding it impossible to pay the salary and maintain the buildings on the income from the endowments alone, and so they followed the trend and admitted fee paying pupils to the school. Thus there was established in the mid 1800's the system which lasted until the 1944 Education Act, whereby the school accepted two types of scholars – those who, after application, were selected by the trustees and were awarded free places, and those who paid fees to cover the cost of their education. No doubt the charge of elitism could be levelled at this form of education. The boy from a very poor family was unlikely to have the necessary financial support from his parents for the two or three years while he was in school. Nevertheless, competition for the free places was not very keen, and any boy of reasonable ability had an excellent chance of having his application approved. The fees from the fee-paying pupils made it possible for the school not only to remain open but even to extend its premises in spite of rising costs.

The school grew. Mr. Field moved to another post to be followed by Rev. Dr. H. S. Roberts, and when he left, his successor was Rev. John Partridge who appears to have made some changes in organization made necessary by the influx of new pupils. In 1869, the year of Mr. Partridge's appointment, the school year was divided into four terms, with the summer vacation coming in June. Holidays had increased to ten weeks in the year, and the pupils worked a thirty hour week. There were now 24 pupils on roll, divided into four classes and placed according to age, ranging from ten year olds in the first class to boys of fourteen at the top, all of which sound encouragingly healthy. Unfortunately the provision of educational equipment does not appear to have kept pace with the growth in numbers, for a report from the Charity Commissioners in 1869 deplored the fact that the school lacked blackboards, maps and a playground. There was, however, an officially recognised assistant master, who was appointed and paid by the headmaster – a circumstance which made it unlikely to be a very lucrative post, but with a pupil/teacher ratio of 12:1, it had its attractions!

More equipment meant more expense, and in March 1869, the Trustees advertised for pupils. The fees were ten guineas for the usual classical course, and six guineas for those wanting an English education to fit them for business life. Boys, some arriving on horseback, came from up to five miles away to the Castle Street school, and those unable to go home at mid-day, lunched with the Headmaster. A stable close to the school was converted into an additional classroom, and for a time there seems to have been a measure of steady progress.

An interesting side of the school's development seems to have been born at this time. Until 1869, there is nothing to indicate that games played any part in the curriculum, and the critical comment about the lack of play space made by the Charity Commissioners bears out this thought. But times were changing. No school, however remote, exists in a vacuum, and the educational reforms which owed much to the vision of Dr. Arnold of Rugby, were influencing other public schools, and in turn, the country's grammar schools. Arnold's enlightened ideas for suppressing the indiscipline and bullying which characterised many schools, led indirectly to the growth of

Page 13 Photo/
John Attwells' Free School in St Mary Street.

organised games. From the chaos of team games with their almost complete lack of rules and extreme violence, there arose the realisation that orderly and ordered games could satisfy the desire for physical challenge, and outlaw the bully. Organised games, with set rules and disciplined teams grew up with the new order in education that Arnold had pioneered. Schools began to see the value of the games session. The critical comment of the Commissioners might have prodded the master into some sort of action. Not that it went very far. The boys were allowed to play in a nearby paddock, and, on occasions, they went off on a paper chase, It is a long way from a paddock at the back of the school at "The Hatch" to a modern sports hail at Marlwood, but at least 1869 saw the first step in the development of one facet of it's work which has brought great distinction to the school.

The master's salary at this time was about £30 per annum, supplemented by his fees from the Kingsmill Grove Lectureship, and by any profit he made from taking boarders into the school. It is not possible to say what all this amounted to, but comparisons can be quite interesting. In 1866, Mr. T. G. Fill had been appointed as headmaster of the Thornbury Church of England school on a basic salary of £35. He too, had various additions to his salary, but his wife had to assist him in the work for which she had no pay. With no national system of salary scales in existence, it would appear that the going rate for headmasters at this time was around £40 a year with a lot depending on scholar's fees, and in Mr. Fill's case, on payment by results.

At this particular time, there seems to have been no difficulty in attracting pupils. On 18th January in 1870, it is recorded that there were eight candidates for the three places, and that the examiners were The Mayor of Thornbury (Mr. Levi Cornock), Mr. J. H. Maclaine, Mr. 0. E. Thurston, Mr. R. Scarlett and Mr. H. H. Lloyd.

JOHN ATTWELLS, GENTLEMAN

It was on 17th May 1879, that a new strand was woven into our story. Those who had provided the endowments to enable the grammar school to exist were not the only people concerned about education in Thornbury, nor was the grammar school the only place of education. Even then, when the classics seemed to have a stranglehold on the curriculum, there were those who thought that something more practical was needed, something which would provide on one hand an alternative to the crudities of the many "Dame" schools which did little more than mind children and teach them their letters, and on the other, a broader-based education which concentrated on English, reading, writing and arithmetic. Their aim was to prepare children for apprenticeships or for positions in trade and industry. Such a school existed in Thornbury.

The Attwells family had long been associated with Thornbury. A Richard Attwells had been mayor as early as 1612, but it was John Attwells who died in 1729 who established a Free School in the town. His monument can be seen on the south wall of the parish church, and the plaque records that he left £1200 for charitable uses, of which £500 was given in trust to establish an independent free school in the town. Five hundred pounds was no small sum of money in those days, and with this degree of financial backing, Attwells must have intended his school to be of some standing. He directed that a good master and mistress should be engaged to teach the scholars who should be children of parishioners, and whose education should be free. The curriculum was to be reading, writing, knitting and sewing "and all other things necessary for such children to be instructed in." A further £200 was left to provide income for the apprenticing of poor boys, a far-sighted provision and, in one sense, a provision for further education well in advance of its time. No mention of Latin or Greek! One can assume that Attwells' purpose was to fit local children for the role they would fill in the locality rather than prepare them for university or the professions. Unlike the grammar school, it provided for the education of girls.

Where it was situated when it first opened, we do not know, but in 1796 the building in St. Mary Street now known as The Church Institute, was bought for £105, and was used as the school for the next 83 years. The schoolmaster lived on the premises, and the indications are that it was attracting a growing number of pupils. It was in 1811 that Mr. Kingsmill Grove, the man who had advanced the money to repair the grammar school, paid for a "commodious schoolroom" to be built at the back of the house. By 1826, the annual income from Attwells bequest was £70. The schoolmaster (no mention of a schoolmistress) was paid £42 of this, and the rest was used for the upkeep of the school, helping the apprentices and providing meat for poor families. There were, at this point, twenty four boys and twelve girls on the roll, and so it wasclearly the larger of the two schools.

Unfortunately things seem to have gone downhill between 1826 and 1869. The Charity Commissioners, who alone constituted any form of inspectorate for education at this time, reported that affairs at the school were very unsatisfactory. They found,

"eleven children – nine boys and two girls – sitting round a fire being read to."

The Master was unqualified, and the report suggested that the Attwells foundation was providing no useful tuition for the children. The school appeared to exist merely to provide the master with a pension in return for which he gave no more in the instruction to his pupils than they could have received from the poorest type of Dame school. Attwells would have been bitterly disappointed.

From this disastrous situation came a scheme which was to rescue Attwells' school and meet some of the financial difficulties of the Grammar School. Under the guidance of Mr. (afterwards Sir) Stafford Howard. a group of Thornburv businessmen brought about the amalgamation of the two schools. Fortunately, with one exception, the trustees were the same for both charities, and this made the task of combining the two sets of endowments much easier. The plan had the full approval of the Charity Commissioners. They themselves had suggested such a merger some forty years before, but their idea had not been taken up. The time was now ripe. Concern about the state of secondary education had, of late, been troubling many people, with no less a person than the Prince Consort adding his weight to the nation's anxiety. With the 1870 Education Act already on the statute book, the atmosphere was right for progress in the secondary field. Thus, in this favourable climate, on 17th May 1879, the endowments of the Grammar School and of Atwells Free School were combined and Thornbury Grammar School emerged in its new strength. The school building in St. Mary Street was closed, and The Hatch in Castle Street opened its doors to both sets of pupils.

A mystery surrounds what happened to the girl pupils. Admittedly there were only two girls 'sitting around the fire on the stone floor' in 1869, and by the time of the amalgamation, ten years later, they would have left, but with the grammar school taking boys only, and with no mention of girls at the united schools until 1906, it would seem that no provision was made for secondary education for girls. Perhaps the Board subscribed to the view expressed by King James I, two centuries earlier, when he said,

"To make women learned and foxes tame has the same effect – to make them cunning."

Whatever the reason, Thornbury had one single-sex school at the secondary level, and the girls had to wait thirty years for their chance.

NEW FOUNDATIONS BUT OLD PROBLEMS

17th May 1879 saw the establishment of the Grammar School which was to keep its style and title for the next ninety-three years. 27th September 1879 saw the first meeting of the Governing body which was to control its affairs. They met under the chairmanship of Mr. W. 0. Maclaine, and one of their first actions was to appoint Mr. George Nixon as Headmaster. He held the post for the next twenty-eight years, not always an easy task with his own job in jeopardy on one occasion.

In the ponderous language of the official notice, "the amalgamation of the foundations known as the Free School of Thornbury and Attwells Free School and certain other foundations and endowments" had been completed, and it was soon apparent that the old Grammar School in Castle Street was too small. In 1880, the building was sold – sad, in a way, for it had accommodated the school for some 230 years, been home to a variety of masters from the wise to the downright awkward, and had opened the educational door to both rich and poor. However space was more important than sentiment, and the money from the sale went towards buying a piece of land known as "Putleys" in Gloucester Road. It was a five-acre site, with a gravel quarry in the north east corner. The schoolroom, cast in the rather unexciting mould so favoured by nineteenth century school architects, was built, part of the cost being met by donors including Mr. John Cullimore. The idea of properly organised games and a place on which to play them was still a few years away. The paddock behind the Hatch had been a start, but the advance on this beginning was slow in

arriving, and it was considered more important to gather rent from letting out the land as allotments than to squander this potential on anything so unproductive as playing fields. It was seven years after the move before a small playground was provided, and it was not until 1906 that the School Inspectors suggested that this area should be asphalted.

Other things were occupying the Governors' minds. The 1870 Education Act had made provision for education for all, and instead of having the secondary field to themselves, grammar schools were suddenly faced with considerable competition. If the state schools could satisfy the basic educational needs of the children free of charge, the grammar schools had to offer something special if they were to attract fee payers and survive. Scholarships which wholly or partly covered the fees, were available, three from Attwells foundation, one from Edwards, and one or occasionally two, from White. These did not cover a full secondary course as we, today, would understand it. Attwells Scholarship provided for a three-year course at £8 per year. Edwards Scholarship was for two years at £6 a year, while White's gave £4 a year for two years, and sometimes a further one year scholarship. A one year scholarship to the grammar school could not provide secondary education at any real depth, so that children gaining those places were not likely to be seeking university entrance. The curriculum still included Latin, although after 1888 pupils could opt out if their parents so desired. There was to be instruction in The Holy Scriptures, Prayer Book and Catechism, again with exemptions by request.

Fees remained at £8 per year. All other money came from the income from the endowed properties and farms in and around Thornbury. but here again changes were taking place, and in some cases the property was sold and the money invested in stocks The school came tinder the annual scrutiny of the inspectors. their report was published in the local paper, something which could have been acutely embarrassing to the Headmaster, but as they were invariably good, he was probably quite happy to have them printed for all to see. Certainly the governors appear to have had faith in him and in the continued progress of the school, for they began to make plans to build a school house for the Headmaster on a site next to the schoolroom. Sir Stafford Howard had improved the frontage with the gift of a piece of land in front of "Putleys" and in 1893. this was enclosed with a boundary wall of Alveston stone. Behind this, in 1894, the headmaster's house was built. It was no mean dwelling, especially after the original plans had been improved by the generosity of Mr. John Cullimore. who paid for a bay with French windows in the drawing room. Mr. Nixon moved from Priory Cottage in Castle Street into the new house, which was large enough for him to take a few boarders from time to time.

The problem of finance was, however, a recurring one. The school could not grow without more money, and it could not attract more fee paying pupils until it could grow in size and in educational scope. An increasing amount of public money was being made available for education, and in 1891. the eyes of the governors turned towards this source for help The government had made available the curiously named "whisky money" for technical education and the relief of rates. The money, raised by taxation, was intended to compensate publicans who had lost their living when their licences had not been renewed. For some reason the bill to put this payment into effect never became law, and so education benefited at the landlords' expense. With commendable astuteness, the governors applied to the County Council for some of this cash on the understanding that it would be spent on some form of 'technical' education. Their application was successful, and in 1892, drawing classes were held in the school, followed by evening classes in the same subject two years later. Evening classes needed artificial light, and in order that these might be held and the school qualify for its "whisky money", Sir Stafford Howard put in gas lighting at his own expense.

The governors had set aside £12 from the endowments to provide scholarships for boys from the elementary schools in Thornbury, [1]2all'ield and Oldbury, but the demand for these places was not very great. Thus, in 1892, it was agreed that this money should be spent on prizes, not in the grammar school, but for regular attendance at these elementary schools! It is difficult to follow the reasoning behind this idea. Perhaps they thought that a more regular dose of education, might induce an addiction which would persuade the boys to seek a more advanced form of the same at the grammar school. Whatever the reason, in 1904, the plan was dropped and the money returned to grammar school use.

Things, financially, did not improve. Numbers had risen a little, but anxiety about finance increased and reached crisis point. Farming was facing a very bad time nationally, and in a rural area such as Thornbury, the effect was quite severe. State schools were now offering free education to the age of thirteen, and their standards were improving all the time. Many potential fee payers. feeling the pinch, put their money back into their pockets and sent their sons to the

Page 17 Photo/
1906 School at "Putley's", Gloucester Road.

state schools instead. In 1897, it reached a point where there was a proposition to close the school and give the headmaster notice to quit. It was probably the nearest the school ever came to closing for good, but fortunately, such action was avoided. The number of free scholarships was reduced, and the head's salary was temporarily cut. The cut was restored a few months later, and the arrears of his stipend paid off, disaster was averted, but the problem was by no means defeated. It was then that this bastion of male chauvenism was subjected to attack by, of all people, the Charity Commissioners. They suggested that the school should admit girls as well as boys. Financial problems or not, such liberalism required careful thought, and no one was going to rush into a decision like that.

The latter part of the nineteenth century saw many changes in the organisation under which education operated. It was increasingly responsible to the state, the responsibility passing gradually from the hands of local trustees and benefactors, to the civil authority, which was now providing more and more of the money. By the beginning of the twentieth century, the picture in secondary education was, to put it kindly, confused. In 1899 the Board of Education was created, and took over the responsibility for education previously exercised by the Charity Commissioners. The Board's powers were not clearly defined, and came in for some rather rough handling in the courts of law, but It was Arthur Balfour who introduced his Education Act in 1902, and brought an orderliness out of chaos which was to serve very well until the Education Act of 1944. Foundation Governors had no easy path to tread through all this confusion. The school needed more money if it was to survive; it needed to grow if it was to take its place in the developing secondary set up; it had to satisfy the Local Education Authorities and their inspectors of its worth, arid it had to persuade parents to send their children to the school either by scholarships or by paying tees. With commendable boldness, the Governors invited the County Council to consider accepting Thornbury as a centre for technical and higher education. They went even further. They advocated the admission of girls to the school.

The school was duly inspected, various improvements such as the provision of a new classroom were requested, and the way seemed clear for the state to share with the Foundation in the responsibility for the school. In 1906, the new classroom was built, provision was made for girls to be accepted, the curriculum was extended to include science, and a year later in 1 907 the school was recognised by the Board of Education as an efficient secondary school. It was an apt moment for Mr. Nixon, who had weathered all the storms of the past twenty five years to retire.

From this distance it is difficult to appreciate the problems which had faced Governors and Headmaster during the years from 1870 to 1907. For some time the nation itself didn't quite know where it was going as far as secondary education was concerned, and the way ahead for an endowed school in the midst of what was in effect an educational revolution must have been very hard to trace. It was still a small school, giving, in most cases, a short school life in limited accomodation and with a narrow curriculum to a small number of children. Boys and the newly-accepted girls only totalled thirty in 1907, and there was still only a rough playground and a small portion of the field to play on, but the future seemed hopeful, the financial position clear. What was needed now was a Headmaster who could build on these foundations and develop the potential of the school.

COME THE HOUR COMETH THE MAN

During the next fifty-six years of its history, Thornbury Grammar School came under the influence of two strong personalities. Charles Ross and John Rouch. Both were Headmasters, both had a long period in office, and both had that trinity of qualities, so rarely flourishing together – that of being the right man in the right place at the right time. They were completely in context, and each of them indelibly stamped his personality on the character of the school.

From the fifty or so candidates who, in 1907, applied for Mr. Nixon's post as Headmaster, the Governors chose Mr. C. H. Ross, M.A., St. John's College, Cambridge. He came from Queen Elizabeth's Grammar School at Kingston on Thames and was to remain at the helm for the next twenty-five years. His arrival coincided with the time when the nation was ready and anxious to progress in the field of secondary education. There was a wave of opportunity for those prepared to ride it. In Mr. Ross, Thornbury had a man who was not only ready to ride the crest, but was even to be found hopping Onto the wave in front, and it is illuminating to list some of the advances which took place under his leadership.

The school grew numerically. In 1907 when he took over, the roll, including girls, was only thirty. By 1908, this had risen to fifty one, and four years later, it had reached seventy four. The First World War slowed things down, but in 1918 there were eighty four pupils, in 1921 the roll had reached one hundred and forty, and when Mr. Ross retired in 1932, it was over two hundred and twenty. Some of the increase can be attributed to changes in the law. In 1907, for instance, the Free Place System was brought in by the Liberal Government, which stipulated that all secondary schools receiving grants from the state had to offer 25 per cent of their places to pupils from the elementary schools. Selection was by examination, and this "feed in" of brighter pupils was a great advantage to the grammar schools. The 25 per cent meant that a school had to offer state places numbering a quarter of the previous years' intake. Thus, the more a school admitted, the more state free places became available, and for growing schools such as Thornbury, it meant a steadily increasing school roll. More free places became attainable when Sir Charles Treveleyn, Education Minister in the 1924 Labour Government, raised the free place intake to 40 per cent.

With growth of this nature, accommodation was severely taxed. In 1907, the school consisted of one room for all pupils, but by 1908, Mr. Ross divided the scholars into two classes, using a room in the school house as a classroom. A year later, the County Council raised a loan for another hail to be built, large enough to be subdivided by the use of a partition. Woodwork was added to the curriculum, and a shed, later to be enlarged, was built as a workroom. A further room was created by sub-dividing the original classroom, again with a folding partition. In 1912, with a quart absolutely refusing to be crammed into a pint pot, three more classrooms were built. Throughout his reign, Mr. Ross was never free from the problem of insufficient space. Sheds and extensions were erected, but only after the position had become intolerable, rather than as a foresighted provision for expected expansion. It was the price that he had to pay for success, but not until the end of his career did the authority accept the inadequacy of the old buildings, and set out to construct an entirely new school – and by the time it was completed, Charles Ross had retired.

Conditions may have been cramped, but nothing prevented the school from moving purposefully into the twentieth century, and the story of the school's success in sport really began at this time. Cricket, football, tennis and hockey replaced the old playground occupations of tip-cat, marbles and whip tops. The whole of "Putleys" was made into a games field, and gradually, the surface was improved by the use of a grass cutter and a roller. Athletics was introduced, and coaching began to raise the standard of performance in all sports. Kit was provided, partly by the pupils and partly by the school, and soon the teams were looking around for opposition against which to pit their skills. Chipping Sodbury, Dursley, Kingswood, Cotham and Wotton Grammar Schools became familiar and respected opponents, the away games at Wotton with its pitch which sloped from side to side and from end to end, providing a particular challenge. As one Old Boy remarked, 'That pitch was worth two goals start at any time!"

Fixtures for boys and girls were arranged to coincide, but travelling to and from away games was a strictly segregated affair, the boys using a char-a-basic or coach, and the girls crowding into Mr. Savery's yellow van, inevitably christened, "The Mustard Pot". Single sex travel was the theory, but it was not always the practice. There are those who remember when a boy might be smuggled into the "Mustard Pot" to travel home with his current girl friend. Eye witness authority declares this to have happened more than once, and there is no record of the offender ever being caught. Defeats in school matches were rare, and the standard good. The tennis courts (very good ones) were situated just outside the Head's garden fence, a fact which probably encouraged a good standard of play, and a better standard of conduct. The cricket pitch was not particularly good at this time, and with no sight screens and a background of the elms behind the gully, scores were generally modest 30 for 5 was considered to be quite respectable. Athletic performances improved as the surface of the field improved, and the setting was made attractive when a line of trees was planted along the west side of the field in 1909. As a sporting school, Thornbury Grammar had definitely arrived.

Growth in numbers and laying the foundation of a great sporting tradition were two ways in which progress was notable, but it was in organisation and academic achievement that Mr. Ross not only kept pace, but in many cases led the way. A school uniform was introduced – dark green gym sup and hat for the girls, and a green cap for the boys. In 1925, the boys' cap became half red and half green, and the right to wear the uniform became the ambition of many children sitting the 'scholarship exam' in the contributing elementary schools. The examination was a two stage affair, an exhaustive written paper in maths and English spread over two days, and an

Page 20 Photo/
View of the front of the school built in 1932, taken from Gloucester Road.

oral exam, conducted by Mr. Ross for those who had performed well in part one. Permission was obtained to use the Attwells coat of arms as the school badge, and the motto, *Disce aut Discede* (Learn or leave) was adopted. A prefect system was introduced, and the school took on an air of purpose where much of the discipline was self-discipline, and where justice and mercy emanated from the top.

In such an atmosphere, academic standards were high, and the challenge of external exams was put before the pupils. The Cambridge exam, first at Junior and then at Senior level was taken, the school giving the county the lead in this and receiving the congratulations of the Education Committee for doing so. Another 'first' was the introduction of Higher School Certificate in 1918. Entries to universities and colleges increased, State scholarships were won, and 1929 saw the introduction of a Commercial Form. Academically, the school enjoyed tremendous success, and behind all the progress was the quiet, cultured figure of Charles Ross. To quote from the reminiscences of one of Mr. Ross's former pupils:

> "In retrospect, it has occurred to me many times, that he was an educationist of the highest order; in his ideas and methods, years ahead of his time, with the ability to draw out the best from his pupils, and allowing them to develop their individual characters as fully as possible. No sausage-machine education for him – nor any preposterous gimmicks.
> I can see him now with that rolling walk of his, moving with authority down the long corridor, his academic gown swinging, and his mortar-board securely placed on his head."

With the adoption of the national Burnham Salary Scale for Teachers in the 1920's, it was possible to attract a highly qualified staff, and Mr. Ross gathered around him a team which contributed much to the tone of the school and the quality of its work. Some live still in the memory, especially those who bridged the gap and taught in both the old and the "flew" schools. Adrienne C. Dicker, a tall lady of great dignity and integrity, opening up, sometimes to reluctant minds, the aesthetic beauty of the English language, while at the same time instilling a respect for its mechanical application – and how many actors, amateur and some professional, can thank her for an introduction to the world of drama!

In 1919 Mr. B. Laycock arrived to what he was wont to describe as, "a declining market town, twelve miles north of Bristol." A mathematical genius himself, he could not always understand the obtuseness of some of the pupils who did not share his clarity of thought. Who can forget that lower lip, which, in moments of anger protruded grotesquely, pushed out by the tongue thrust firmly behind it. What a tragedy when he was killed in an accident in 1940.

There was W. G. Rabley, who came in 1911, and stayed, a highly respected figure, to serve the school with outstanding loyalty for forty years. Mr. B. Stafford Morse, the classical scholar, taught history, music, religious education and Latin when it was re-introduced in 1932. These were of the team which Mr. Ross engaged, and who remained when, in 1932 he decided to retire. He came in 1907 to thirty children in a school which had barely survived the problems of state integration. He left in 1932 with two hundred and twenty children about to occupy a brand new building. All that had happened between those two dates stands as a memorial to a very remarkable man.

ANOTHER HOUR, ANOTHER MAN

The task of transferring from the old school in Putleys to the new school along side ii fell to Mr. W. R. Jackson, a London University graduate, who came from Cotham Secondary School in Bristol. The building was a light, airy place, arranged around a central – and almost sacred – quadrangle. Polished floors, half-tiled walls and large windows in this gleaming two-storey school contrasted sharply with the old building beside it, and at its official opening in November of 1932, it was crowded with those who wanted to inspect this example of thinking in school architecture. The Headmaster's House was conveniently sited between the old and new schools. The old school became the woodwork room, the cookery room and the school kitchen and dining hail, and for a short while, it was an exciting experience to enjoy a sense of space, and particularly to have a purpose-built hail for assemblies and public occasions.

Page 22/ Photo
The back of the 1932 school taken from the playing field.

There was now a two form entry with a small sixth form at the top, preparing pupils for university and college entrance, or for commercial studies. The Cambridge exam gave way to the Bristol School Certificate Examination. A House system was introduced, using the names of Clare, Stafford and Howard – names of the families which had held the Manor of Thornbury - and this led to the provision of an increasing number of trophies for which the Houses competed. But having organised the transfer, and settled the school into its new surroundings, Mr. Jackson accepted a post as Headmaster of Wintringham Grammar School in Grimsby, and left Thornbury at the end of 1934. His successor was Mr. S. J. V. Rouch, B.Sc.. Bristol, who' came from Cheltenham Grammar School, to take up the post he was to occupy for the next twenty-nine years.

If it was Charles Ross who brought the school from obscurity to prominence, it was John Rouch who built on that foundation and made it one of the best schools of its kind, and this at a time when, nationally, grammar schools reached their peak in the world of education. No matter what the field, academic, sporting, drama, music, the best was the object, and the object was frequently achieved. The feeling was instilled into those who entered its doors that this was a school with a great reputation, and maintaining that reputation was the responsibility of all who attended.

Those pupils of 1906, playing on their unsurfaced corner of "Putleys", would not have recognised the playing fields which 'grew' behind the new school. "Blakes" was added to the existing field, the dividing hedge was grubbed out – not entirely with the approval of the Botany Mistress - and the bank levelled and turfed A cricket square was laid, and the school could claim to have a wicket which was as good an any in Gloucestershire. Sight screens shielded the immemorial elms; nets with concrete wickets were laid; and plantains, the carpeting curse of the old turf, fell to the onslaught of many small boys, the 'going' rate being about one old penny per fifty. Sins of ommission or commission were paid for by a lunch-time penance on the heavy roller. Hard tennis courts were built in the quarry, borders were planted, neatness prevailed, and litter was a very dirty word indeed! In 1938, seats were placed in the field, a further seat being added in 1939 in memory of A. S. Beake, school captain, who died that year. Another Seat was placed there in 1940 to the memory of Mr. B. Laycock, and more seats were added in 1953 to mark the coronation of Queen Elizabeth II.

Performances on those beautiful fields also improved, and the names of pupils and ex-pupils began to feature at county and national level. The old rivals of Chipping Sodbury, Dursley, Wotton-under-Edge and Kingswood remained on the list, but an increasing number of the larger Bristol schools were successfully challenged. Cricket matches against the parents became an annual feature, a match often won by the parents on the Saturday, but painfully paid for in bone and muscle for the rest of the following week. Old Thornburians rallied to take on the school at cricket, tennis and soccer, and although age and experience often won, it was obvious by the standard of the play that the sporting tradition was in safe hands.

Swimming and rugby became part of the regular sports programme, the first swimming gala taking place at the exotically named "Blue Lagoon" at Severn Beach. With a continually rising roll needing more and more playing space, the field behind the school was overcrowded, and so the Chantry Field was purchased in 1950. Members of staff, with Mr. Rouch himself very much involved, took an active part on the sports field, and Staff matches at hockey and tennis had a regular place in the school calendar. Still playing his part in the athletic programme of the school was W. C. Rabley. Memory sees him playing in a Staff/Ex-Servicemen's hockey match against the school Xl just after the war in March 1946. No longer a young man, his experience went far to save his ageing legs, and his eye appeared as good as ever! In all these sporting activities, the level of skill, sportsmanship, discipline and appearance was of the best, and woe betide whose kit or conduct allowed these standards to fall.

The flow of pupils to the universities and colleges increased and the results in external examinations were outstanding. The demands of the school motto were observed in spirit, even if its literal instruction was rarely employed, and an air of business permeated the school. A number of societies, catering for a wide range of interests was started. A magazine was introduced in 1934 as a means of annual report on all its activities, and as outlet for those who wanted to display their literary ability in prose and verse. School trips became more adventurous. In 1937, the first trip abroad was taken with a visit to Belgium. and since that tentative start, the world has become the oyster of groups finding out how 'the other half lives'. School concerts reached a consistently high level of performance in drama and music, the proceeds being used either for charity or for providing further equipment and amenities for the school.

The 1939 war brought a new challenge. The school had lived through a number of wars, both civil and international, but World War II brought the dangers of warfare right onto the doorstep, and pupil safety was a prime consideration. Under the sheltering lip of the quarry, a sandbagged shelter was built, and at the first whine of the siren, pupils and teachers, with gas masks trailing, evacuated the building with military precision. The air raid warning was not always unwelcome. The remote possibility of being hit by a bomb was a small price to pay for escaping from a difficult exam, and, fortunately although there were a number of alerts, the school remained undamaged. Troops temporarily based in the area found the school a friendly host, and football matches were arranged between the soldiers and the school team. At the end of' the war, the Maritime Regiment of the R.A. gave a Maritime gun in appreciation of the happy relationship which had existed with the school during the years 1941 – 1945. As a memorial to those former pupils of the school who gave their lives in the war, a clock was placed on the wall of the school facing the playing field, and the Old Thornburians' Society laid out a garden of remembrance in the quadrangle. It was during the war, in 1943, that Mr. Rouch restored the Founders' Day Service held in the parish church, and in this act the spirit which guided the school at this time *is* typified - the school looking back with considerable pride on its long history, and at the same time showing itself to be worthy of those traditions.

The Education Act of 1944 brought an end to the admission of fee paying pupils. By that act, all fees in secondary schools were abolished, and entrance was by selective examinations, the number of places awarded being determined by the accommodation available. Demand for places was considerable. At the end of the year, the roll was around three hundred and twenty children. By 1956, it was over six hundred, five new classrooms, a biology lahoratory and a library were built on land acquired to the south west of the school. A large dining hail was built near to the tennis courts. The staff was increased, both teaching and non-teaching, and although other sccondary schools in the area were being built and enlarged, the familiar problem of lack of space was again becoming apparent. Thornbury was growing quickly. The whole district was among the most rapidly expanding areas in the whole of the country.. and the quiet little town ot less titan three thousand People suddenly found itself in the middle of a population explosion. That, coupled with the post war rise in the birth rate, made the problem of accommodation even more pressing, and room and resources were stretched to the limit. But the school kept its standards, It was a good example of a well-disciplined, well-organised institution, achieving excellent results in many different fields, and using to the full the potential of a selective grammar school.

As had happened in the past, however, the school was to be affected by those changes in thought and emphasis which were taking place in the world outside. The prevalent and governing direction of the day was leading away front the grammar school concept to a restructuring of state education at the secondary level, and the word "comprehensive" was nudging "selective" from its place at the top of the tump. To someone dedicated to the school as it was, the who had devoted himself to putting Thornbury Grammar School among the best of its kind, such fundamental changes were difficult to entertain. Before those changes were imposed, and with the Superb) timing of an actor who knows exactly when to make his exit. Mr. Rouch retired in 1964. The outstanding record of those twenty nine years is a memorial to his work.

EVERYTHING NEW

The man the Governors appointed to replace Mr. Rouch was Mr. I). P. Rendall, an Oxford graduate and Fellow of the Royal Geographical Society. Mr. Rendall had been head of the Geography department at Manchester Grammar School, and his arrival came at a time when educational change was spreading throughout the country. The trend was now firmly away from the selective grammar school towards the comprehensive school and its mixed-ability entry. The task of bringing about this change was considerable. It would demand a widening **of** the curriculum, and a staff augmented to meet the needs of a much wider range of ability. Mr. Rendall's expressed aim was,

"to move slowly from a traditional framework to one more in keeping with present times,"

Page 25 Photo/
Left to right:L.J. Hawkins, Sir John Partridge, Mrs Partridge, Lord Bishop of Gloucester, Mrs Guy, Mrs Dutson, Mr T.H. Fazey

and he pursued this aim during the seven years that he was at the school.

He was soon aware of the problem which had given anxiety to at least three of his predecessors – the problem of space. The school continued to grow. The opening of the comprehensive Castle School in Park Road had eased the difficulty for a while, but the relief was temporary and the situation became critical. At the top was, in Mr. Rendall's own words, "an ever-growing and demanding sixth form", whose need for more room was only partially met by using what had been the caretaker's flat in Marston House. The traditionally high standards were maintained, but the impossibility of getting the quart into the pint pot made development at all levels difficult to sustain. Both building and site had reached saturation point and it was finally decided that the only answer lay in a move to a new school on a larger site. In 1970, before this change could take place, and having realised his ambition of cultivating "a more liberal atmosphere which now pervades the school," Mr. Rendall left for another appointment and Mr. 1. 11. Fazey stepped in to breathe this new air of liberality. A Cambridge graduate, Mr. Fazey had previously been Head of the Lower School at Sir Wilfred Martineau School in Brimingham, and had teaching experience in both comprehensive and grammar schools. He started in September, 1970, and to him was to fall the mammoth task of moving a large school, lock, stock and barrel, to a site some two miles away, and at the same time integrate the first fully comprehensive intake into the first year.

It had not been possible to find a suitable site in Thornbury, and eventually the chosen position was an area of approximately twenty acres in Vattingstone Lane. Alveston. Leaving Putleys with its traditions and its attractive grounds was not a happy experience for many people. There was opposition to the idea of moving outside of Thornbury itself, and this, coupled with the change from a grammar to a comprehensive structure required much adjustment of thought in the minds of many who had attended and loved the old and new schools in Gloucester Road. But the change had to conic. In September, 1972 after a summer "holiday", of frantic activity, the first seven hundred pupils, from an area extending from Tytherington to Severn Beach, occupied the new school.

It was a chose-run thing. The science block was only completed three days before the term began, but in spite of the Governors' earlier suspicions that the September date would not be met, the builders, Messrs. Gilbert Ash, kept to their schedule and the doors were open on time – not quite complete, but near enough to make the opening possible. A new name had to be chosen to replace the old title of Thornbury Grammar School, since it was now neither in Thorn. bury, nor was it a grammar school, and the Governors decided on the name, Marlwood, for two reasons – the site was adjacent to the Marlwood Estate, and Marlwood Grange had been the birth place of Col. Stephen Jenkins who was Chairman of the Education Committee at the time when the school was being built. On 13th March 1973, the school was officially opened by Sir John Partridge in the presence of the Lord Bishop of Gloucester. The success of the occasion and of all that it represented owed much to many people, but not least to Canon Rawstorne, ex-chairman of Governors who, when the project was first considered, chaired the working party which set the whole process in motion.

The school was open, but building continued. The original "first" and "second" phases were supplemented by a third phase, the extension including the Sports Hall which is an amenity for both school and community. The original oll of 700 in 1972 has risen in 1979 to 1,104, of which one hundred and thirty are in the sixth form. With the national fall in the birth rate already affecting the contributing primary schools, a fourth phase has been abandoned, at least for the time being, but the annual first-year intake remains around the two hundred mark, and the school offers its pupils not only the choice of a wide range of subjects, but also the purpose.built rooms in which to pursue them. The provision would amaze Mr. Fazey's predecessors with their diet of Latin, with maths as an occasional extra.

The name has changed, the site has changed, and the method of intake has changed but much that was traditional and admirable in the old school has been absorbed into the new. Mr. Fazey's object, to quote his own words, was,

> "to keep the best features of Thornbury Grammar School. build in a modern system of pastoral care, offer wider educational opportunities to cope with the full range of abilities, and develop the curriculum."

This self-appointed task is being carried out. As far as tradition is concerned, the Attwells coat of arms is still, along with the old motto, the official crest of the school; the uniform takes up the colours of the grammar school; the names of the six Houses into which the school is divided – Attwells, Buckingham. Gayner. Harwood, Ross and Thurston – are the names of those who have had a close link with the school; the trophies for which these Houses compete have been passed from the old to the new school; the six Foundation Governors remain as part of the Board of Governors; the Founders Day Service is held each March in St. Helen's Church at Alveston; and The 1606 Society, originally The Old Boys' and Girls' Society, and then The Old Thornburians Society, now opens its membership to all past pupils of both Thornbury Grammar School and Marhwood. The link with the past is unmistakable. One is aware of a quiet and sincere intention to preserve what is laudable and precious of the old tradition.

There was, however, one more link with the past that had lobe severed. With the reorganisation of local government in 1974, and with the boundary changes it involved, Marlwood became part of the new county of Avon. The school was no longer under the Gloucestershire Education Authority, and an association that had started in 1891, when the Governors made their first tentative approaches to the County Council, came to an end.

Academically, the results allay the fears of those who thought that a non-selective entry would lower the standards attained by the more able students. What is impressive is the provision made in a wide-ranging curriculum to meet the needs and interests of pupils with a wide range of ability. With the support of a great deal of equipment and the purpose-built rooms in which to use it, and with a highly qualified staff to exploit its use, the provision is comprehensive in every sense of the word. The sporting tradition is more than maintained, It is developed to the degree where the school is justly proud of the standard of performance in every sport from rugby to rounders and from basketball to badminton. The reputation for quality in the realm of music and drama is as high as ever; and the extra-curricular activities are designed to satisfy the interests, both social and educational, of all those who wish to take part.

There are three ways **in** which Marlwood plays a particular part – the child in the school; tile school in the community; and the partnership of parent, pupil and school. An eleven-year.old, moving into a community of eleven hundred of his peers, could be overwhelmed and lost if some special provision was not made to prevent it happening. For the first five years of his or her career, each pupil comes under the care of the Head of the House to which he belongs, and this is further broken down within the House structure so that house Tutors have particular pastoral care for small groups of pupils. No one can know everyone, but everyone knows and is known by someone. In the community, the school maintains and extends the long established custom of service to the community, particularly among the fifth and sixth year students. The object is summarised in the instruction given to these students, "go out", "share", "help" and "grow in maturity and experience", and the practical application of this advice is shown in work with the old and the young and the handicapped, and with financial support to a long list of charities. Again, a school is no longer a place which closes its doors at four o'clock, and is only open when the term is in session. It is in every sense a public amenity, playing an important role in providing recreational and educational facilities for the local community.

Partnership with pupils, parents and staff is expressed in three ways, careers guidance for the pupil, regular meetings between parents and teachers to discuss the progress and welfare of the pupil, and an active Parents' Association which gives valuable support to the school in a variety of ways from fund raising to hay help in the school's Remedial Department. There is a great sense of involvement – Staff, Governors, parents and pupils working together to make the school a success.

The *first* thoughts on the arrival of comprehensive education, and the move away from the familiar and well-loved Site in Gloucester Road may have been painful to entertain. In retrospect, with the school well into the seventh year of its existence, it is possible to see that the present school is a natural evolvement of all that has gone before. it is very much like a birth – not without its travail, but the resulting child bears the marks of its breeding, and the qualities of the stock from which it came, and, in the end, the result is well worth the anguish. Marlwood is a very bonny baby. John Jones and his fellow benefactors can rest in peace.

FROM FEOFFEES TO FOUNDATION GOVERNORS

It seems to have been the custom from the start for the benefactors who provided the means to play no part in the management of the school's affairs. They did, however, lay down certain conditions. Paying the piper entitled them to call the tune, which to a certain extent they did, but having given the gift and attached the strings, they handed the authority to a small body of responsible men who held the endowments in trust.

Originally, the Old French word, "feoffee" was the name by which they were known. The word, feoff, meant 'to confer' and the feoffees were those to whom the endowments were conferred. Their task was to administer the endowments, in trust, according to the terms laid down and they were subject only to the authority of the Charity Commissioners – simply expressed, a group of dependable men who, voluntarily and without reward, used the endowments in the way the donors intended. It was also their responsibility to maintain the existence of the Trust body. They had to elect replacements for those who died or were unable to continue serving, so that, Ideally, the Trust remained at full strength, but at worst, was never allowed to die out altogether.

The present Governing Body of Marlwood School is composed of two sorts of governors, those appointed by the Local Authority, and six Foundation Governors. All have a responsibility to the school and all are, in a sense, feoffees, entrusted with the task of observing the conditions of their appointment. The history of the local authority governors goes back to 1906. when public money was first used to support the school, and the public, very properly. claimed the right to have a hand in its administration. The history of the Foundation Governors in the short term, goes back one hundred years to that 1879 body which held its first meeting as Governors of the amalgamated Attwells and Free Grammar schools, in the long term, the line extends back four hundred years to the body of feoffces first chosen to exercise the provisions oh **John** Jones original endowment.

The way has not always been easy, and it is not possible to be certain that the line is unbroken. Certainly there were times when it was rather thin. 7lltere was the occasion in 1606 when Robert Stone of Morton was the sole surviving feoffee, and he took steps to see that a new beard was appointed. It happened again in 1647 when William Stone (surely a relative!) conveyed the authority to Messrs. Stafford, Raymond, Baker and Thurston. - and two very distinguished Thornbury surnames appear in that short list. On all the boards, the Vicar was included in a unique position. He appears to have made the final decision when the various schoolmasters were appointed. Thomas Willis, Vicar from 1728 to 1748 draws attention to this authority when the Rev. John Wall became master in 1737. His appointment was approved by the Vicar.

> "by virtue of the power vested in me by the will or feoffment of the founder or founders of the Grammar School at Thornbury."

This could explain the large percentage of clergymen, many 'of them Curates of Thornburv Church, who held the post of "scholemaster" down through the

Mistakes were made. The appointment of the Rev. Luke d'Arville was a mistake, made worse by the orders they issued to try to bring him into line, orders which, sadly they had no authority to enforce. Mr. d'Arville's sermon on the following Sunday must have caused then] much embarrassment, and probably made them subject to a little leg-pulling. They occasionally came in for criticism for the lack of equipment at the school, but the problem of finance was ever present. There never seemed to be quite enough money to meet the day-to.day costs, maintain the property and budget for expansion. Three periods in the school's history required special skill in management, the first in 1879 when the two schools were amalgamated, and the second in the period from 1897 to 1906 when the Board conducted negotiations with the state to become partners in supporting the school. On both occasions, the school could have been closed for ever, but on both occasions, wise handling by the Governors kept the ship afloat. The third particularly taxing period started in 1969 under the chairmanship of Canon Rawstorn and ended under Mr. L. i. Hawkins in 1972. As has been indicated, the decision to move from Putleys to Vatting. stone Lane was a big one, and not without opposition. It required boldness to face the problem and see it through to its conclusion. The Board responded to the adjustment demanded by current educational needs, and the old survived because it allowed itself to adapt to the new.

The Chairman of the Board has frequently played a vital role in the decisions that have been taken. The Vicars of the Thornbury Church, with their specially "vested powers" have occupied

Page 29 Photo/
Five of the six present Foundation Governors. They are, left to right, Mr E H Pullin, Chairman of Governors, Mrs. S. Dutson, Mrs. E. Hignell, Mr. L.J. Hawkins, and Mr. R. Bernays

tile position more than lay men, but there have been outstanding contributions from both lay and clergy. In 1884, Sir Stafford Howard became chairman, and guided the school with consumate skill through the difficult years of amalgamation and the initial integration into the state secondary system. Mr. H. P. Thurston, Canon Cornwall, Sir Algar Howard, Captain R. A. Bennett and Canon Rawstorne guided affairs in the years from 1916 to 1970. Since 1970 further distinction has been added by the fact that Mr. L. J. Hawkins, Chairman from 1970 to 1977, and Mr. F. H. Puffin, the present Chairman are both Old Boys of the school. They would gladly admit that they owe much to the school, but it is equally true to say that the school owes much to them.

Individual Governors have, by their generosity, shown their interest in many ways, not least by the provision of prizes and awards for academic and athletic achievement. To these can be added the larger provisions such as those made by Sir Stafford Howard and by Mr. John Cullimore, involving gifts of land and money for structural improvements. Collectively, the Board has been able to give financial support for numerous projects. It still has the control of the income from the endowments, now held in stock purchased from the sale of the original endowed properties. It is this income which enables the Foundation Governors to provide typewriters for the commercial studies, books for the library, games equipment for the new sports hail and the lithographic. press on which this history is printed, these are some of the ways in which Foundation money is used to augment the L.E.A. provision for the school. In this respect, Marlwood enjoys a privilege not shared by many secondary schools.

The days when the Trustees or Foundation Governors held all authority over staff, buildings. curriculum and selection of pupils have gone. In the natural evolvement of the school, that passing cannot be mourned. They could never have raised or controlled the huge sums of money needed to provide adequate secondary education, now that the privilege has become the right of all children, but their position is one which commands respect and should be justly held with pride. Like all living organisms, they have adapted to the modern situation, shedding their despotic powers, but maintaining the underlying purpose of the original benefactors. They are still men (and women) in trust. One has the feeling that John Jones, William White, William Edwards and John Attwells, viewing their activities from sonic celestial standpoint, would undoubtedly

see of the travail of their souls and be satisfied."

FACTS, FIGURES AND FINANCE

In any treatise of this kind, there are always a number of historical asides which it is not possible to include in the main story, but which most authors, being miserly by nature, are too mean to throw away. Written records of the early schools are practically non-existent, and it is difficult to make a flesh-and-blood person out of the scraps of information relating to those pioneer "scholemasters." The inscription on the tombstone of Samuel Musgrave who died in March 1785 tells us that he died. "lamented by his friends and pupils", a tribute which indicates that he was a loved and respected man. His widow may have caused the Trustees some trouble, however. A lawyer's bill in August of the same year was presented to them for, "drawing notice to Mrs. Musgrave to quit the school house and garden – 4/6". Maybe she needed a legal nudge to persuade her to vacate the premises.

Apart from the fact that Rev. John Partridge, Master from 1869 to 1873 was described as being “rather peppery”, the early incumbents remain shadowy figures. Two ran away, one incurred the wrath of his employers, but the rest are reduced to a starting and finishing date. Several died in office, a fact which may be an oblique comment on the stresses of the job, but there is little to record about them as people. From Mr. Ross onwards, we move into the realm of living memory, and fantasy can be replaced by fact.

Of the few written records extant, two are quite interesting, namely the school prospectus issued by Mr. Ross in 1909, and the Treasurer’s Account book from 1880. The prospectus names the fourteen members of the Board of Governors with Sir. F. Stafford Howard, K.C.B., as chairman and Mr. H. P. Thurston as Vice.Chairman. The teaching staff with Mr. Ross as Headmaster, was Mr. R. Roberts, Miss F. Jenkins and Miss M. Washbrook, with Mr. George Stone giving “manual instruction.” There were four forms in the school, and the curriculum was Scripture, Latin (optional), French, German, English Grammar, Composition and Literature, History, Geography, Mathematics, Natural Science, Physical Science, Drawing, Vocal Music, Manual Training, Drill and Needlework. Tuition fees were £2.1 3.4d per term, and pupils had to supply their own stationery and class text books. Boarders, who lodged in the Headmaster’s house, paid £45 per year.

The accounts make interesting reading. In 1879 when the Attwells Free School was merged with the grammar school, the desks from the Free school were sold for a total of fifteen shillings. Mr. Nixon, the headmaster at that time, received £12.lO.Od per quarter, plus the schoolhouse. In September, 1880 the old Free School in ‘Back Street’ was sold to Miss Churchill for £325. and in October of the same year, the house which Mr. Gayner had rented from the Foundation, was sold to him for £700. On 2nd March, 1881 General Mundy bought “The Hatch” the former grammar school in Castle Street, for £1000 and if the Governors appeared to be selling heavily, it must be remembered that this was the time when they were making the move to “Putleys” in Gloucester Road. That site was purchased from Mr. 1. C. Gwynne on 11th October 1880 at a cost of £1400.

By 1883, Mr. Nixon’s salary had risen to £17.10.Od a quarter, there were then twenty fee-paying boys in the school bringing in an income of £40 per quarter, but the financial difficulties at this period are underlined by the fact that in 1900, the number of fee-payers had dropped to thirteen, and the income to £26. In 1897, the Foundation was receiving £174 a year from the various trusts. With salaries to pay and buildings to maintain, it is not surprising that the school was happy to enlist financial help from the state.

The opening of the first school at “Putleys” temporarily solved the problem of lack of space, and school assemblies could be held in the original double classroom when the screens were pushed back, but there was still no hall as such, and the annual Speech Day, which Mr. Ross introduced, had to be held in the Cossham Hall. The pupils marched in a long crocodile from school to the hail, where the platform was filled with the invited dignitaries, and the floor and gallery were crammed with pupils and parents. The 1932 school had a hall where such public occasions could be staged, but again, that was overcrowded, and the accommodation inadequate. It is ironic that, even in the new school at Marlwood it is virtually impossible to hold an assembly of the entire school at any one time. Much has changed, but some problems never seem to go away.

Money values have changed. Attwells Free School in St. Mary Street, or Back Street as it was less reverently known, was bought for £105. The first two phases of the Marlwood School were built for an estimated cost of £385,000 and the third phase which included the very impressive Sports Hail, cost another £360,000. This alone is proof enough, if any was needed, that private endowment such as that provided by Jones, White, Edwards and Attwells, could never have met the financial demands of the modern educational system. Had stubborn resistance tried to keep to the old system, the school would have died. Because it was willing to adopt and adapt, it has survived. Marlwood is the natural evolvement resulting from four hundred years of social and educational change. May those who have the privilege of guiding it in the next four hundred years show comparable wisdom in exercising the trust which they have been given.

Appendix A

Headmasters

The following list is incomplete, as there is no known continuous record of the school in existence. The major portion of the names were listed in the 1956 history, where Mr. B. S. Morse compiled the information from account books, minute books, diocesan records and other sources.

1570	The anonymous Fugitive, who 'ran away
1570—8	Richard Harbarde
1608	Gaspar Huggins
1647	Christopher Cann
1648	John Thorpe
1662	Thomas Jones
1686	Joseph Edwards, BA.
1690	Henry Bedford, BA.
1695	Samuel Godwyn, BA.
1703	Ralph Grove, M.A. (Vicar of Thornbury 1701-1728)
1713	John Priest, *B.A.*
1737	John Wall, B.A.
1742	Richard Jones, B.A. (who also ran away)
1744	James Partridge, B.A.
1749	Michael Evans, S.C. L.
1757	– Gwinnel
1785	Samuel Musgrave
1792	William Llewellyn
1819	J. J. Coles, B.A.
1821	George d'Arville, LL.B.
1827	Luke d'Arville. BA.
1845	Richard Whalley. BA.
1846	Richard Williams, BA.
1853	John Field, B.A.
1864	Henry S. Roberts. L.L.D..
1869	John Partridge, BA.
1873	John Leach, B.A.

After the amalgamation of the Grammar School with Attwells' Free School. information is more complete.

1879 -	1907	George Nixon
1907 –	1932	Charles H. Ross, M.A. Cantab.
1932 –	1934	R. W. Jackson, M.A., B.Sc.(Econ) London.
1934 -	1963	S. J. V. Rouch, B.Sc., Bristol.
1963	1970	Dennis P. Rendall, MA. Oxford, IQR.G.S.
1970 -		I. H. Fazy, M.A Cantab

Appendix B

School Trophies

Athletics Shield given by the Old Thornburians Society.	1933
Athletics Sports Shield given by the Old Thornburians Society.	1937
Swimming Shield given by Mr. W. G. Rabley.	1939
Cross Country Shield given by Mr. F. H. Williams.	1941
Academic Shield given by Miss H. M. Storey.	1942
Physical Training Shield given by Miss J. Haddelsey.	1942
Cricket Bat given by Mrs. F. W. Davies in memory of her son, Donald.	1942
Hockey Shield given by Mrs. A. McDonald.	1944
Music Shield given by Mrs. R. Harwood.	1945
Athletics Cup given by Mr H. R. Stephens.	1945
Athletics Cup given by Messrs. S. A., A. M., H. W. and T. A. Wilmot.	1945
Junior Athletics Cup given by Mr. J. Molton.	1946
Junior Hockey Cup given by Surgeon-Captain C. S. Harvey, O.B.E.. R.N. (retd.).	1946
Association Football Shield given by Mr J. Sagar.	1946
Tennis Shield given by the Old Thornburians Society.	1948
Rugby Football Shield given by Mr. C. P. Taylor.	1948
Swimming Cup given by Mr. L. T. Thurston.	1948
junior Cricket Cup given by Mr. S. H. Gayner.	1949
Swimming Cup given by Mr. R. Harwood.	1950
Athletics Cup given by Mr. P. Carpenter.	1953
Junior Cross Country Shield in memory of Pilot-Officer Peter Knott.	1954
Junior Rugby Football Shield given by T. M. Walters.	1955
Netball Shield given by P. M. Harvey.	1955
Cricket Cup (individual) given by Mr. S. H. Gayner.	
Cricket Cup (individual) given by Mr. C. Burden.	
Junior Netball Cup.	
Drama Cup given in memory of Mr. W. C. Handan.	1964
Intermediate Cricket Cup given by Mr. C. Williams.	1967
Intermediate Cross Country Cup given by Mr. C. A. Jaques.	1970
Basketball Cup given by Gilbert Ash (Constructional Engineers) on the opening of Marlwood School,	1972
Tennis Cup given by Mr. D C. Cook.	1975
1st. Year Soccer Cup given by Mr. H. Johnson.	1976
Special Music Prize given by Mr. G. Harwood.	1974
The Maritime Gun presented by the Maritime Regiment. R.A. to mark their happy relations with the School when they were stationed in Thornbury. 1941 – 1945.	1946

Appendix C

Chronological Index

1570 The Tbornbury Schoolmaster failed to appear at the Consistory Court.
1573 John Jones, donor of the first endowment, made Mayor of Thornbury.
1606 Robert Stone of Morton, sole surviving trustee, created new Feoffees.
1612 (—1613) Richard Attwells Mayor of Thornbury.
1642 William White gave land and property to pay a graduate schoolmaster.
1647 William Stone, surviving trustee, conveyed the trust to William Stafford, George Raymond. John Baker and Edward Thurston.
1648 William Edwards gave houses and land to the feoffees as an endowment for the school.
1648 The new school, "The Hatch" was built in Castle Street.
1653 William Edwards died, but directed his wife to complete the building of the schoolmaster's house.
1655 House completed and handed to feoffees.
1729 John Attwells bequeathed the money to establish the Free School.
1737 The "scholemaster's" salary was £6 per annum.
1742 Rev. Richard Jones, failing to subscribe to the Act of Uniformity, became the second master to "run away".
1796 The building in St. Mary Street bought for Attwells Free School.
1797 Kingsmill Grove advanced the money to repair the grammar school and the school house.
1808 Kingsmill Grove established the lectureship at Thornbury Parish Church.
1811 Kingsniil Grove paid for classrooms to be added to Attwells Free School.
1816 The Trustees forbade the admission of boys under seven.
1828 Rev. Luke d'Arville reprimanded for not showing 'proper application' to his work. He used his position as Lecturer at the church to reply to his critics.
1845 Schoolmaster's salary now £30 per annum with house and garden. Six boys in the school. admitted by examination.
1869 Charity Commissioners criticise the school for lack of equipment. Fee paying pupils admitted at ten guineas per year. First mention of a playing field a paddock at the back of "The Hatch"
1879 Amalgamation of the Grammar School and Attweils Free School. First meeting of the Board of Governors on 27th September.
1880 "Putleys" in Gloucester Road bought for the new school at a cost of £1,400. Attwells Free School building sold to Miss Churchill.
1881 The Hatch sold to General Mundy.
1892 First financial support came from County Council for "technical education"
1894 The Headmaster's house built next to the school. Evening classes in drawing given after artificial lighting was installed.
1897 Financial problems led to cut in Headmaster's salary and almost to closure.
1900 Board of Education came into existence.
1901 Two boys from the school took the Cambridge Local Examination.
1902 The Education Act, which virtually took over public education in England
1906 New classrooms added to the school and girls admitted for the first time.
1907 Mr. Ross introduced the Prefect System. The Liberal Government introduced free places to grammar schools.
1909 Further extensions to the school buildings.
1913 Mr. Ross raised the money for the first school library.
1918 Thornbury Grammar School was the first school in the county to enter a candidate for the Higher School Certificate.
1929 The establishment of a Commercial form.
1931 Foundations of a new school laid.
1932 The new school opened. The Old Thornburian Society revived.
1933 The "House" system introduced, with three Houses, Clare, Howard and Stafford.

1934 Colours, for football, hockey, tennis and cricket tlrst introduced.
1937 First school trip abroad; a party visited Belgium.
1943 Restoration of the Founders' Day Service.
1944 The 1944 Education Act abolished fee-paying places in state grammar schools
1950 The Chantry field purchased.
1956 The school roll topped six hundred. Classrooms, a dining hail, a laboratory and a library added to the premises.
1969 First planning meetings for a new school to he built at Marlwood.
1972 September, the new school, Marlwood, opened. lirst year of fully coiiprehensive intake.
1973 Official opening of Marlwood by Sir John Partridge on 13th March
1974 As a result of the changes in county boundaries, Marlwood passes from (Gloucestershire to come under the authority of the new (County of Avon.
1978 Opening of the New Sports hall, Art and Craft, and House Blocks on 23rd January.

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